

SMART Board Rubric for Teacher Created Lessons

	Beginning	Developing	Proficient	Transformative
Design	Little to no use of graphics with text. There is minimal evidence of new ideas and insight.	Conservative use of text and graphics. There is evidence of original thinking.	Strong use of text and graphics. Work shows new ideas and insights.	Strong effective use of text and graphics. Ideas are creative and enhance lesson design.
Content	Lesson objective not identified. Little or no relation to state curriculum standards.	Lesson objective not clearly identified. Objective indirectly relates to state curriculum standards.	Lesson objective clearly identified for students. Objective directly relates to state curriculum standards.	Lesson objective is clearly identified and aligned with preferred learning styles, work strategies and abilities. Objective directly relates to state curriculum standards.
Use of Technology	Minimal use of Smart tools. Little to no use of other multimedia. Same lesson or objective could be taught without Smart Tools.	Conservative use of smart tools. Limited use of other multimedia. Little impact of technology on lesson or objective.	Effective use of Smart tools to ensure student engagement. Varied use of other multimedia. All technology directly impacts lesson and objective.	Highly effective use of Smart tools to ensure student engagement. All technology directly impacts lesson and objective.
Interactivity	Very little incorporation of student participation. Few opportunities for interactivity are incorporated into the lesson.	Student participation limited. Some opportunities for interactivity are incorporated into the lesson.	Lesson strongly incorporates student participation. Many opportunities for interactivity are incorporated into the lesson.	Lesson actively involves all students. Extensive opportunities for interactivity are incorporated into the lesson.
Organization	Sequence and transition interrupt the flow of the lesson. Directions are not stated or are unclear.	Lesson is loosely organized. Sequence and transitions may interrupt the flow of lesson. Directions are stated for some activities.	Lesson is organized. Sequence and transitions enable the flow of the lesson. Directions are clearly stated for each activity.	Lesson is organized. Sequence, transitions, and graphics enhance the flow of the lesson. Directions are clearly stated for each activity and allow students to work independently.

All lessons should be checked for spelling and grammar.